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ABSTRACT

A teacher of English in China describes his experiences teaching the listening component of a summer course designed to help 37 doctoral students improve their English skills before beginning an agricultural economics program. In the listening component, students were to gain experience in notetaking while listening to extended academic lectures. Problems associated with this instruction included lack of language laboratory or authentic listening materials, course books more appropriate as teacher resources than texts, and a single book in economics. Course organization and classroom presentation are described. Issues arising in evaluation are also examined, including explicit discouragement of communicative skills testing, conflicting directives about testing approaches, disagreement over standardized test use, and factual errors in the material taught. Course-related materials, including a program description, class schedule, test and lecture examples, and a lecture sample with notetaking directions are appended. (MSE)

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Academic Listening in Beijing—A Personal Account

Steve Cornwell

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Academic listening in Beijing—A personal account

Steve Cornwell

北京におけるアカデミック・リスニングプログラムの体験をもとに

スティーブ・コーンウエル

Abstract

This paper is a personal account of the listening component of a seven-week English for Academic Purposes course conducted in Beijing, China during the summer of 1996. The participants were Ph.D. students from throughout China who were going to start an agricultural economics Ph.D. Program in the fall of 1996. The paper describes the program and materials, describes some problems with the listening comprehension testing material, and raises concerns with the evaluation of listening skills.

Key words : English for Academic Purposes (EAP), listening, comprehension, evaluation, People's Republic of China.

(Received September 6, 1996)

抄　　録

本稿は、1996年の夏に中華人民共和国で行われた七週間にわたるEAPプログラム指導にあたった著者の個人記録である。学習参加者は1996年秋より中華人民共和国で農学経済を専攻する博士課程の学生達である。著者はプログラムの中に含まれている英語の聴解力訓練を担当した。本稿はそのプログラムの内容、及使用された教材をここに記述するとともに、聴解力テストに使用された教材の問題点をも探る。

キーワード：EAP、評価、中華人民共和国、聴解力

(1996年9月6日　受理)

Academic listening in Beijing—A personal account

Introduction and Program Description

In the spring of 1996 I began noticing (via the internet) various summer jobs in different parts of the world—Korea, China, the U.S. I thought the jobs sounded interesting; any job would be an opportunity to teach in a new context while experiencing life in a different country. So, in May of 1996, I applied for a " volunteer" ESL teaching job in Beijing, China. The volunteers would help Ph.D. candidates improve their English ability prior to beginning a two-year Ph.D. program in Agricultural Economics.

I was accepted, and on July 13, 1996 I stepped off the plane and into the People's Republic of China (PRC). I was met by some students and was driven to China Agricultural University in northwestern Beijing which was to be my home for the next seven weeks.

The English program I joined was part of a larger program called Lead21. (See Appendix A) Lead21 had been designed and was being managed by the Winrock International Institute for Agricultural Development (Winrock), a foundation based in Arkansas. Lead21 had support coming from many sources:

- A Starr Foundation grant has been awarded for the organization and inception of the Program.
- The PRC's Education Authority will pay for students' living expenses, provide office space, teaching facilities, and advisors.
- PRC's Agricultural Universities and Institutes will send their best students.
- Taiwan will support professors and fund research projects.
- Winrock International has committed its own resources and training experience to lay an organizational foundation to implement the program. (Winrock International Institute for Agricultural Development [Winrock], 1996).

The program collaborators (universities and institutes sending students) were China Agricultural University, Nanjing Agricultural University, South China Agricultural University, Central China Agricultural University, Southwest Agricultural University, Northwest Agricultural University, Shenyang Agricultural University, Zhejiang Agricultural University, People's Agricultural University, the Institute of Agricultural Economics, the Institute of Rural Development, and the Research Center for Rural Economy/Ministry of Agriculture.

The students in the Lead21 summer program had come from all over China. They

were Ph.D. students in their respective universities or institutes and had been selected to participate in the program by the Lead21 advisory committee comprised of professors from the University of Chicago, the University of Minnesota, the Chinatrust Commercial Bank, along with representatives from the program collaborators (universities/institutes). The director of the program, Shwu-Eng Web, told us that these students were the brightest in their fields and some of them would become leaders of China's agriculture. Tim Scott, the coordinator, was able to speak with one of the members of the Advisory Committee.

> ...I talked with Scott Rozelle who is on the Advisory Committee which screened the students 10 days ago. He said that everyone was pleased with the outcome. The participating universities were to send a pre-screened set of candidates to Beijing for the Advisory Committee to test and interview. Out of 52 candidates who made the trip, 39 were selected. Scott said that the students were exactly what they had in mind. Most are 25 to 35 years old with the median age of about 30. The best students were from some of the outlying universities in the northwest and southwest/The best students had experience lecturing. He said that about half the candidates are on the same level as beginning MS students coming to the U.S. That is they can read pretty well, can carry on a conversation and may have some difficulty listening and understanding but by the end of the semester they are pretty well acclimated. The other half of the candidates are below that. He said, as you would expect, that reading is best and that spoken English is better than listening. He said that from the essay questions he read (and some he said were pretty bad), he was unable to tell if the problems were associated with poor economic logic or an inadequate understanding of English.
> Scott said that all the students were very excited and enthusiastic about the program. (personal communication, June 1996)

Ultimately there were thirty-seven students—twenty-seven men and ten women ranging from their early twenties to their late thirties.

English Component

Initially the English Program was to help seven conditional students be accepted into the program. But, in fact, according to the coordinator, Winrock expected all students to be recommended by the English program for acceptance into the program. The original English program called for four teachers and a coordinator to

provide 4–6 hours of instruction per day. Students would take classes in four main areas: reading, writing, listening, and TOEFL. They would also have some classes in formal oral skills (2 hours per week). Unfortunately, one teacher was unable to come at the last minute so the program was taught by three teachers and the coordinator who took over a full teaching load.

The teachers came from many places and had a wide range of experiences: Robert Griffiths, Berkeley, California—Robert was a former peace corp volunteer to Kenya and had taught in Thailand on the university level; Diana Hong, Albany, New York —originally from Shanghai, Diana had emigrated to the U.S. where she had earned an MA in TESOL while teaching ESL; Tim Scott, Kuwait City, Kuwait—Tim was teaching at Kuwait University and had taught in Taiwan where he also had earned an MA in Applied Linguistics in Chinese; and myself, Osaka, Japan—I had teaching experience in language schools, business programs, and a junior college along with a background in theater and communications.

To place the students we gave a test on the first Monday of the program. The test, a practice TOEFL, was given in the morning; we graded the test and made group assignments in the afternoon; and we announced the groups at a welcome meeting prior to the evening welcome banquet. The students were divided into three groups according to their performance on the test. Group I had twelve students—three women and nine men; Group II had fourteen students—three women and eleven men; Group III had eleven students—four women and seven men. While we never told the students the groups were based on the test, I think everyone realized that Group I was the "high" group and Group III was the "low" group.

On Tuesday we began classes with each class running 50 minutes. We followed what I learned was a traditional Chinese schedule. (See Appendix B) Classes ran from 8:00 am to 11:00 am and from 2:00 pm to 3:00 pm. There was a rest period (*xiuxi*) scheduled from 11:00 until 2:00. There were also special guest lectures primarily on economic topics from 3:00 pm to 4:30 pm. We quickly found out that it was important to let the final class before lunch out on time. If students didn't arrive at the cafeteria shortly after 11:00, most good choices would be gone, and by 11:30 there would be little food left. Also, if students didn't get their full rest period, they often were lethargic and had difficulty concentrating.

Listening Component

I had been hired to teach the listening component—students were to gain experience in taking notes while listening to extended academic lectures. They were to get the general ideas along with detail information and they were to develop a personal

style of note-taking. The original listening component was described by the coordinator as:

> Component B: Listening and Associated Skills: note-taking, outlining, asking intelligent questions, summary, etc. Basically the aural equivalent of the above [a description of the reading component], again starting with a prepared text/tape series focusing on the skills, but moving to real-world agricultural and economic lectures. Again we would rely heavily on program participants to supply or suggest real-world source material. (personal communication, June 1996)

We were never able to develop real world materials primarily due to the lack of resources—books, access to news broadcasts, etc. Originally we thought we'd have access to a language lab and the ability to tape Voice of America and British Broadcasting Corporation broadcasts. But this was not the case: we didn't have a lab, we were not able to tape news, and some cassettes for the listening component and TOEFL component didn't arrive until after the second week.

The listening course books were to have been *Academic Listening Comprehension: Developing Aural and Note-taking Skills*, by Dunkel & Pialorsi; *Listening Comprehension and Note-taking Course*, by James, Matthews, and O'Brien and *Economics*, by Yates. They turned out to be resource books for the teachers; unfortunately due to budget constraints by the end of the course students had only received a copy of *Economics* for the listening component.

Academic Listening Comprehension proved to be the backbone of the course. The book consists of a series of fifteen lectures of increasing difficulty. Each unit/lecture has an introduction with content and vocabulary previews; a lecture presentation with a note-taking model and note-taking exercise; and a testing section consisting of multiple-choice and true-false questions. There is also a discussion and writing section which I didn't use. This was the only book that I had the tapes in-hand for the beginning of the course.

Economics, was the other primary book I used. (After three weeks we received the *Economics* tapes; prior to that I read the lectures out loud.) *Economics* is part of an English for Academic Purposes Series covering Agriculture, Business Studies, Computer Sciences, Earth Sciences, Economics, General Engineering, and Medicine. The book's objective is threefold: 1) to introduce students to the subject matter of economics, 2) to provide students with authentic examples of texts/lectures dealing with the language of economics, and 3) to help students practice the skills necessary to study Economics in English. (Yates, 1995, p. iii)

The book consists of fifteen units on various economic topics such as the production possibility frontier, supply and demand, price, income, and demand, etc. The book is organized as follows. Each unit begins with a printed text followed by comprehension and vocabulary questions on the text. There is then a section on grammar followed by a lecture and a "understanding discourse" section. Finally there is a second printed text section and a detailed set of questions on the entire unit. The book's subject matter was quite simple for the LEAD21 students, many of whom have taught Economics (in Chinese) on the university level for many years.

Listening Comprehension and Note-taking Course provided variety at the beginning of the course along with some helpful advice on studying English. It is an interesting book as it attempts to have students improve their listening comprehension by listening to topics on learning English. It consists of ten units that deal with such topics as learning English, listening, to lectures, taking notes from reading assignments, using a library, etc. Each unit consists of a short dictation which is followed by a lecture/cloze activity. The cloze activity has a corresponding true and false quiz. The final activity is a longer lecture on the same topic followed by two note-taking models. One note-taking model is organized along a traditional outline form with certain pieces of information left out. The students then fill in the missing items. The other "alternative" model consists of partial sentences from the lecture. Each sentence uses transitional phrases to signal that some type of "important " information follows. During the summer students could chose which model they preferred to work with. When using *Listening Comprehension and Note-taking Course* I had to read the lecture and dictations; we never received the tapes.

Class Sequence

Initially I tried to break up any monotony in the classes by mixing material from *Listening Comprehension* with material from either Economics or Advanced Listening (I also tried to do some pronunciation work), but towards the end of the course the *Advance Listening* lectures became so long that I was only able to cover one lecture per class period.

A typical class consisted of some schema-building activity[1] which elicited what the students knew about the material. With *Advance Listening* the schema-builder was a series of questions that I generated. Following the schema-building activity I played the tape and the students listened while following a note-taking model. Then while listening to the second part of the tape the students took their own notes. An interesting part of *Advanced Listening* was the second part of the tape which, in addition to having the lecture, also had direct comments to the students reminding

them what was important in the lecture or asking them if they had written down certain information. If the students wanted to listen a third time, we did. After the listening was completed we took the taped multiple choice quiz and finally the true/false quiz. The students could use their notes during the quiz. Usually I played the quiz on the same day that we listened to the original lecture, but towards the end of the program I would wait one or two days to test the students. In that way I felt I was testing their note-taking ability and not their short term memory.

With *Economics* a typical lesson would consist of reading the first reading section silently, it was a good schema builder as it was often referred to in the lecture and/or covered closely-related material. I then played the tape which gave a lecture consisting of short sections (four to seven). After each section there were a series of two or three short answer or true/false questions. I usually did not have to replay the Economics tape since the lectures were short and not difficult to follow, and as I mentioned earlier, the students were very familiar with the subject matter.

Evaluation

Evaluation proved to be a problem not only for me as the listening teacher, but for the entire program. From the beginning problems arose when trying to decide on how students should be evaluated at the end of the program. Prior to the program the coordinator had communicated with Winrock about his concerns regarding evaluating students.

> As for evaluation at the end of the course, I am rarely in favor of testing or grading communicative skills, particularly here, where we don't want to lose class time, and where we want the students to focus on their eventual performance in the Ph.D. program, and "not" on their performance in some end-of-term exam. Performance in the Ph.D. program is actually the only legitimate test... (personal communication, June 1996)

Winrock responded, "...we cannot simply allow them to sink or swim in the economics coursework which follows in fall semester. There will have to be some objective evaluation process..." The coordinator made a counter-recommendation by suggesting that the teaching team develop a holistic exam which the students could take; then the instructors would subjectively decide on a pass/fail basis each individual student's ability to "undertake doctorate-level study." (personal communication, June 1996)

Midway through the program we had a teacher's meeting to discuss reports and

evaluations. I recorded my recollections of the meeting in a journal:

> Afterwards we spoke about evaluation—I wanted to give the listening part of the TOEFL again. Tim argued against it—He hates TOEFL. I wanted to try and measure improvement. Based on the LIOJ [Language Institute of Japan] experiences I'm sure the S's listening will improve dramatically. But, Tim wants to develop a task-based evaluation that includes listening, reading, and some type of writing—in a way it makes sense—to measure are they capable of doing Ph.D. level work? Yes or No. So we may develop this type of evaluation and group Ss as Extremely Capable, Very Capable, Capable, and Capable but needs work. Tim also feels if Winrock wants numbers assigned to scores we should just assign them arbitrarily. I & the others) are opposed to this/giving number grades implies the test is objective—if it needs to be objective give an objective test. If not, go with the subjective one. Tim also feels that to use TOEFL we should be teaching towards the test—that if we're not, we shouldn't use it. But as Tamara says, "TOEFL is the largest predictor of academic success. Ss above a certain score have a good chance of success; Ss below a certain score have a good chance of failure. Well, we'll meet again re: evaluation. (personal journal, July/August 1996)

Unfortunately, we never met again and so the issue of program evaluation was never resolved.

Even when dealing with just the listening component I had many questions about evaluation. The primary one was how do you measure receptive skills—skills that you can not see? A few times I collected students' outlines/notes to see what information they were writing down. As the course progressed I noticed that their notes were becoming more detailed and the format was changing from one that looked like a stream of consciousness to one that looked more like a traditional outline with one idea per line. Subjectively, I felt that their listening skills were improving.

I did try to measure the students' listening abilities by, as I mentioned earlier, giving multiple choice and true and false tests (see Appendix C for examples of tests and lectures) The tests were in English[2] (the multiple choice questions were on the tape, but the choices were in the book) By checking them orally in class, these tests helped me get a pretty good idea of how students were doing. It's interesting to note that my Chinese students responded loudly, in unison, at once. Evidently, they are

taught to do so from an early age. Because of this "full" participation I could hear which students answered correctly and which didn't.

But there was sometimes a problem with "correctness." Students could sometimes get the "right answer" with the wrong reasoning—sort of a "false–true" answer. I first discovered this when I asked why a question was false. An example of this can be seen in the following true/false question on Kuwait—"The Emir of Kuwait is elected for life by a majority of the Kuwaiti people." (Dunkel & Pialorsi, 1982, p. 46) The answer is false. According to the lecture the Emir of Kuwait is chosen for life from the Sabah family by members of the family.

When asked, "True or False," many students responded with a loud "false" but when I asked why the answer was false, I got many answers that showed some students really didn't comprehend the statement. Some said, "It's the Prime Minister not the Emir who's elected." Others were confused by the word "chosen;" they didn't feel it was the same as the word "elected." Still others felt the answer was false because the election wasn't for life. Only a few of the students that "correctly" answered false responded with "It's false because the Kuwaiti people don't elect the Emir—only members of the Sabah family do."

Another problem with evaluating students with these tests was that sometimes there were factual errors in the material. A question about Japan stated, "No other country in Asia has as large an urban population as Japan." (Dunkel & Pialorsi, 1982, p. 35) The answer to this question according to the lecture should be true. The lecture had stated, "As a matter of fact, no other country in southern or eastern Asia has such a large urban, or city, population." (Dunkel & Pialorsi, 1982, p. 153) When asked the question, all the students, responded, "False." Their reasoning—China has an urban population of 300 million which is quite a bit more than Japan. The students also pointed out that the question didn't mention density; if it had the answer might have been different.

In the end I didn't do a formal evaluation. Before I left China I told Shwu-Eng Webb that I felt all the students would be able to do Ph.D. work with the exception of one student in Group III who had already decided to withdraw from the program for personal reasons. I added that everyone in Group I would do fine, and that there were one or two in Group II whose attention span was short—they sometimes seemed to "stop" listening/taking notes. My last comment was that there were one or two in Group III that needed to work on listening to specific information—they could understand the general idea, but often they missed details.

Even though I gave this "informal" evaluation before I left, upon my return to Japan I received an e-mail asking for "some sort of summary on the progress of

students mainly what you voiced already as well as just a few words about each student especially [if you] can/assign grades of some sort." (personal communication, September 1996) I will probably revert to the plan of assigning the "Extremely Capable, Very Capable, Capable" groupings I mentioned earlier. This form of evaluation will be made even more difficult due to the fact that many students left one week early.[3]

Conclusion

This summer I got experience in administering listening tasks to three different levels of students over seven weeks. It was a good experience for me as a teacher to work on a compartmentalized skill and to work with Chinese students. In the future I would try to develop a better way to monitor student's progress. This experience has led me to feel that a course's evaluation must be considered during the planning stages well before the start of the course. It should not be left until the final weeks of the course.

Appendix A— Lead21 Introductory e-mail and Program Description

Shwu-Eng Webb, 5/31/96 8 : 38 PM, Beijing Positions

From : SEW@msmail.winrock.org (Shwu-Eng Webb) To : binsull@top.monad.net (Bonnie Insull), cameron.beatty@snow.edu (Cameron Beatty), eugenes@iiu.my (Eugene Chan), evans@pollux.kpi.edu.tw (Michael Evans), jacques@hawaii.edu (Stephen Jacques), kennyh@kuhub.cc.ukans.edu (Kenneth Holt), kepeldi@uow.edu.au (Kathleen Epeldi), pmrgwrtr@chelsea.ios.com (Paul Margolis), stevec@gol.com (Steve Cornwell), tedg@sigma.samsung.net (Ted Gray) Mime-Version 1.0 Date : Fri, 31 May 1996 15:38:17 -0500 Subject : Beijing Positions

Thank you for your interest in teaching English for Winrock International's LEAD21 Program in China. Winrock International Institute for Agricultural Development is a private nonprofit organization that works with people around the world to increase agricultural productivity and rural employment while protecting the environment. A major emphasis of Winrock programs is education. The LEAD21 Program is an exciting new initiative with broad support from the Ministries of Agriculture and Education in China and the overseas Chinese community to develop the educational and analytical capacity of China's major agricultural institutions. Previous attempts have sent large numbers of scholars abroad for study and only a few have returned. The LEAD21 Program will bring the best foreign professors we can find to China to train an elite group of students in applied economics.

I am attaching the text from a brochure which explains in general terms the LEAD21 Program and same of the institutions involved in it. In addition, I can give you a few more details about the English component of the program.

The LEAD21 Advisory Committee has just this week completed screening and selection of students for the Ph.D. program. They have selected 39 students of whom 7 are conditional on improving their English skills. The students for this program have been selected from the 12 leading agricultural universities and research institutes in China. They will be taking two years of course work in agricultural economics beginning September 15th at China Agricultural University in Beijing taught by professors from universities in the United States, Taiwan, Australia and other countries around the world. English will be the language of instruction. Consequently, it is imperative that these students have a solid foundation in English.

The screening of students for the program included an evaluation of their English language capabilities. We have only preliminary results from the screening at the present time and are asking the participating universities to conduct some additional diagnostic testing.

To prepare the students for the course work which begins in September, we will begin an intensive English for academic purposes program on July 15 in Beijing and will end on September 2nd. We anticipate that the program will include 4 to 6 hours per day of formal instruction for 5 days a week. At this time, we intend to hire at least 3 volunteers. Volunteers will receive round-trip coach air fare to Beijing, lodging at China Agriculture University, all meal expenses plus per diem of $10 per day.

Time, obviously, is very short so we hope to move quickly to identify those who are interested and available and firm up commitments. If you are still interested and have not already faxed or e-mailed me your resume and contact information, please do so immediately. In any case, please send me an e-mail or fax (1) 501-727-5417 indicating whether you still wish to be considered and are available for the period indicated.

LEAD21 Program Brochure Copy

Leading Economic and Agricultural Development into the 21st century. The PRC LEAD21 Program will be managed by Winrock International.

Why LEAD21?

Well-trained individuals are the true building blocks for strengthening the analytical capacity of institutions. Policy analysis and informed business decision-making is fundamental to the smooth operation of a decentralized market economy.

China lacks trained people with professional capability and experience in a market economy. Only a few of the thousands of scholars China has sent abroad over the last decade for applied economics and management training have returned.

China's current graduate programs in applied economics lack rigorous training in economic theory and applied research. An in-country program can focus on training bright young people from policy research institutes to meet the challenges of China's dynamic economic future.

What is LEAD21?

LEAD21 builds on China's existing Ph.D. programs in agricultural economics by strengthening course work and applied research at participating institutes.

The on-site course training, patterned after the best agricultural economics doctoral training programs in the United States, will be conducted in English as a one-time-only program, admitting only one class.

The on-site LEAD21 Program begins in July 1996 at China Agricultural University in Beijing and will be completed in August 1998. Professors will be recruited from a global talent pool to teach core courses at the Program site and conduct workshops at participating agricultural universities.

The trained Ph.D. economists will return to their universities and research institutes to teach and train subsequent generations of agricultural economists in programs as intellectually challenging as those in the United States.

The Program will offer workshops to middle-echelon government agricultural researchers to strengthen their analytical skills.

The participation of foreign professors will nurture lasting collaboration — for institutional teaching and applied research — among the home institutions of the Program candidates as well as between the candidates and their foreign advisors.

Support Comes from Many Sources

A Starr Foundation grant has been awarded for the organization and inception of the Program.

The PRC's Education Authority will pay for students' living expenses, provide office space, teaching facilities, and advisors.

PRC's Agricultural Universities and Institutes will send their best students.

Taiwan will support professors and fund research projects.

Winrock International has committed its own resources and training experience to lay an organizational foundation to implement the program.

Join Our Commitment to China's Future

Your additional support is needed to pay for foreign professor's salaries, living expenses, and fund research to ensure that the Program will achieve its maximum potential.

The PRC LEAD21 Training Program will help develop China's human resources — resources that will be essential to a peaceful and prosperous economic future for China and her neighbors.

A philanthropic investment in China's people, augmenting China's own efforts to promote economic growth, will inspire confidence in the international community for generations to come.

Winrock's Capability

Winrock International has 40 years of experience in fellowship programs in Asia that have successfully strengthened universities, ministries, and research institutes. As a private, non-profit organization, Winrock employs creative approaches and activities to mobilize people, resources, and information to meet specific needs in places where they will be of the greatest benefit.

The LEAD21 Training Program in Agricultural Economics will train a core group of agricultural researchers and teachers to address China's rural development challenges and lead China's agriculture into the 21st century.

The LEAD21 program goals

The key goal of the LEAD21 Program is to strengthen China's analytical capability in rural social sciences by:

- Building a critical mass of intellectual and analytical skills for evaluating public policy and business strategies.
- Creating centers of excellence for training future generations in applied rural social sciences.
- Facilitating an open intellectual analysis and public policy debate on agricultural issues.

LEAD21 Program Collaborators

China Agricultural University
Nanjing Agricultural University
South China Agricultural University
Central China Agricultural University
Southwest Agricultural University
Northwest Agricultural University
Shenyang Agricultural University
Zhejiang Agricultural University
People's University of China
Institute of Agricultural Economics/CAAS

Institute of Rural Development/CASS
Research Center for Rural Economy/Ministry of Agriculture

LEAD21 Advisory Committee
Professor D. Gale Johnson, University of Chicago
Dr. Samuel Shieh, Chinatrust Commercial Bank
Professor James Houck, University of Minnesota
Dr. Scott Rozelle, Stanford University
The Representative of the PRC LEAD21 Program Collaborators
Dr. Shwu-Eng H. Webb, Program Director

(Winrock International Institute for Agricultural Development [Winrock], 1996).

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Appendix B—Class Schedule

Group I

8 : 00	Academic reading and English seminars	(Mr. Scott)
9 : 00	Academic writing skills	(Mr. Griffiths)
10 : 00	Academic listening skills	(Mr. Cornwell)
11 : 00	*Xiuxi*	
2 : 00	TOEFL-based academic skills	(Ms. Hong)
3 : 00	Formal economics course	(various instructors)

Group II

8 : 00	TOEFL-based academic skills	(Ms. Hong)
9 : 00	Academic listening skills	(Mr. Cornwell)
10 : 00	Academic writing skills	(Mr. Griffiths)
11 : 00	*Xiuxi*	
2 : 00	Academic reading and English seminars	(Mr. Scott)
3 : 00	Formal economics course	(various instructors)

Group III

8 : 00	Academic writing skills	(Mr. Griffiths)
9 : 00	TOEFL-based academic skills	(Ms. Hong)
10 : 00	Academic reading and English seminars	(Mr. Scott)
11 : 00	*Xiuxi*	
2 : 00	Academic listening skills	(Mr. Cornwell)
3 : 00	Formal economics course	(various instructors)

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Appendix C—Tests and Lecture Examples

Multiple-Choice Questions (Lecture 5)

Note: These questions were on the cassette tape. Students chose from four answers on a handout.

1. What is the difference in degrees Fahrenheit between the hottest temperature in the summer and the coldest temperature in the winter in Kuwait?
2. What is the range in winter temperatures in Kuwait
3. When was oil discovered in Kuwait
4. What fraction of the world's known petroleum reserves does Kuwait have
5. According to the information given, how many dollars is 1 Dinar equal to?
6. How many years after oil was discovered in Kuwait was the University of Kuwait opened?
7. What percentage of the people in Kuwait are not Moslem?
8. In the lecture, you heard mentioned some of the foreign countries that immigrants to Kuwait have come from. Which of the following countries was not mentioned in the lecture?
9. When did Kuwait become fully independent ?
10. For how many years has the Sabah dynasty ruled Kuwait?
11. How many more members are there in the National Assembly than there are in the Emir's Council?

True False Questions (Lecture 5)

1. The Arabian Gulf and the Persian Gulf are two different bodies of water.
2. On the Fahrenheit scale, temperatures range between 15.5° and 10° during the winter days.
3. Kuwait was ruled by an Arab sheikh even before oil was discovered there.
4. Kuwaitis are heavily taxed to provide for the social services the country provides its citizens.
5. Many Kuwaiti students are on government scholarships at foreign universities.
6. Fewer than half of the inhabitants of Kuwait take a part in the country's electoral process.
7. The oil companies have attracted many foreigners into Kuwait.
8. Bedouin nomads used to live in the old walled town of Kuwait.
9. Kuwait's system of government bears certain similarities to Great Britain's system.
10. The Emir of Kuwait is elected for life by a majority of the Kuwaiti people.
11. Only the citizens of Kuwait can vote, but all the people who live and work in the country benefit from the country's social services.

Kuwait Lecture Sample with note-taking suggestions

Kuwait is a country which is quite small, but which is very rich. It has a population of a little more than a million, and it is situated at the north end of the Arabian Gulf, which is also sometimes called the Persian Gulf. As I just said, Kuwait is a small country. Its land area is about 8,000 square miles, or in metric terms that's about 2,000,000 hectares. Kuwait's climate is one of the hottest in the world. It's one of the hottest. Let me gjve you an example of the range, of the difference, in temperatures in Kuwait. In the summer, the temperature often reaches 124° Fahrenheit during the day. That's about 51.1° on the Centigrade scale. Temperatures are naturally cooler during the winter. They range between 50° and 60° Fahrenheit during the day. In other words, they range between about : 10° and 15.5° Celsius.

Did you manage to gel down all the important information about Kuwait so far. let's see. Kuwait's population is a little more than a million. It is located at the north end of the Arabian Gulf or the Persian gulf : Its land area is about 8,000 square miles or 2,000,000 hectares. Summer temperatures reach 124° Fahrenheit&they reach 51.1° Centigrade. Winter temperatures are between 50° and 60° Fahrenheit during the day, or between 10° and 15.5° Celsius. Check your notes. If you missed any of this information, you may want to rewind the tape and replay this section of the lecture. If you do have to rework this section of the lecture, try to increase your speed when taking notes. Now back to the lecture.

Until oil was discovered there in 1938, Kuwait was a little-known country which was ruled by an Arab sheik. Today this small desert country has become one of the world's leading oil producers; it has approximately 15 percent of the world's known petroleum reserves.

There wasn't as much information contained in this last bit of lécture as there was in the opening part of the lecture was there/ did you write down that it was in 1938—1938—that oil was discovered, and that today it has about 15 percent of the world's known reserves? You're doing all right if you did manage to get down these facts.

Since the discovery of oil, Kuwait's rulers have turned the country into a prosperous welfare state. It has free primary and secondary education, free health care and social services; and the Kuwaitis do not have to pay any personal income tax for those services. I might just add that, in terms of national income per capita, Kuwait is one of the world' s wealthiest nations. The per capita income was listed in the late '70s as $11,431 per person. That' s about 3,184 Dinars, as the Kuwaiti currency is called. As I mentioned before, Kuwait has free primary and secondary education for its people. The rate of literacy is high and constantly growing. The University of Kuwait was opened in 1966, but many of the Kuwaiti students still study in colleges and universities abroad, at state expense, I might add.

All right. Did you note that Kuwait is a welfare state with free education, health care, and social services, and with no income tax? Did you also jot down that its per capita income is $11,431 or 3,184 Dinar per person per year. The University of Kuwait opened in 1966, but many students still study outside their country at government expense. O.K. Let's continue.

Now I want to talk about the population of the country for a minute. Kuwait is, needless to

point, out, an Arab country, and about 99 percent: of the people who live there are Moslems. That is, they follow the teachings of the prophet. Mohammed. And yet, it: is interesting to note that fewer than half of these Moslems are actually citizens of Kuwait. This is because there are many Moslem immigrants living and working there. Many of these recent immigrants have come from all over the Arab world from places like Egypt, Syria, Lebanon, from Oman, and from the Sudan. Indians, Pakistanis, and Iranians live and work in Kuwait, too. The other 1 percent of the population, in other words the non-Moslems, are recent immigrants who were attracted by the opportunities to work for the oil companies. There are several thousand Europeans and Americans in Kuwait. Many of them, as you might imagine, are employed by the oil companies.

Let me list the facts contained in this section of the lecture. Check your notes. 99 percent of the people are Moslems—half are citizens. The rest are from countries like Egypt, Syria, Lebanon, from Oman, the Sudan, from India, Pakistan, and Iran. Some others—the non-Moslems—are from Europe and the U.S. Many work for the oil companies. Did you abbreviate the names of the countries the lecturer gave you? Can you look at your notes and identify the countries you listed with your abbreviations? I hope so. Let's continue.

[The lecture continues for a few more minutes; the final piece of advice to students is listed below]

Since much of the information was repeated or reiterated, you should have had quite enough time to take down all the facts. When you are tested on the information, you will have to do some calculations to answer the test questions. Are you ready for some tricky questions on the lecture information? Perhaps you should take a minute to compare your notes with those of the Note- Taking Model. Are they anything alike? There should be some similarities between your notes and the Model's. What similarities do you think I'm talking about?

Notes

1 Schema building refers to any activity that helps students activate or access previously acquired knowledge during the comprehension process (Omaggio, p. 100)

2 Omaggio suggests that "...to test pure listening comprehension, answers should be elicited in the students' native language in order to avoid mixing skills." (p. 320)

3 The reasons students gave for leaving early were varied. They ran from being homesick to the climate (Beijing experienced a cold spell right before the end of the course) to even the possibility of an earthquake (it was difficult to see if the students were serious or not when they mentioned this possibility).

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